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ABSTRACT

This booklet comprises the first grade component of a series of curriculum guides on fire and burn prevention. Designed to meet the age-specific needs of first grade students, its objectives include acquiring basic knowledge of fire and burn hazards, developing a basic understanding of simple injury reduction, and encouraging parent involvement. Texas essential elements of instruction that may appropriately be integrated with the fire prevention curriculum are listed. The booklet's three sections provide lesson plans, teacher materials, and student materials. The five lessons are: "Things That Burn (Or Could Burn You!)"; "Important Ways To Prevent Fires"; "Getting Out Alive"; "First Aid"; and "Homes Are Special." Each lesson plan includes objectives; a list of materials; and suggestions for a focus activity, presentation of content, guided and independent practice, reteaching, enrichment, and closure. A pretest/posttest is provided, along with activity sheets to be photocopied. A scope and sequence chart covering kindergarten through high school is also presented. (JDD)

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Fire Safety for Texans

Fire and Burn Prevention Curriculum Guide Developed by Texas Commission on Fire Protection

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First Grade

Fire Safety: Any Time, Any Place

SB35376

Texas Commission on Fire Protection
P.O. Box 2286 Austin, TX 78768-2286 (512) 918-7100 FAX (512) 918-7107

Dear Educator:

The Texas Commission on Fire Protection is pleased to provide this curriculum guide to facilitate the teaching of fire prevention. To understand why instruction in fire prevention must be matched to the developmental needs of students, please read the Introduction section beginning on Page 3. This introduction also tells how fire prevention education can be coordinated with the instructional requirements of Texas schools.

We welcome your comments and suggestions. Please telephone or write to share your successes and questions with our staff. Also, we invite you to request guides for other grade levels and additional copies of this booklet by clipping and returning the form below.

Your involvement in fire prevention education will be appreciated by your students and your entire community.

Sincerely,

Anne Easterling
Program Administrator
Fire Prevention Education

✂ ----------

Please send the following curriculum guide(s):

Grade Level	Quantity	Grade Level	Quantity	Grade Level	Quantity
Kindergarten		Fourth Grade		Seventh Grade	
First Grade		Fifth Grade		Eighth Grade	
Second Grade		Sixth Grade		High School Health	
Third Grade				High School Economics	

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Fire Safety for Texans

Fire and Burn Prevention Curriculum Guide Developed by Texas Commissic[illegible] Fire Protection

First Grade

Fire Safety: Any Time, Any Place

Published December 1992
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Fire Safety for Texans

The complete series from the Texas Commission on Fire Protection

Kindergarten
Fire Safe Together

First Grade
Fire Safety: Any Time, Any Place

Second Grade
Making Me Fire Safe

Third Grade
Positively Fire Safe

Fourth Grade
Fire Safety: Stop the Heat

Fifth Grade
Charged Up For Fire Safety

Sixth Grade
Fire Safety Power

Seventh Grade
Responsible For Fire Safety

Eighth Grade
Fire Safety's My Job

Health (High School)
A Lifetime For Fire Safety

Economics (High School)
Fire Safety For Consumers

Scope and Sequence for Fire and

	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade
General Objectives	basic awareness of fire and burn dangers, simple actions to reduce injury; parent involvement	basic knowledge of fire and burn hazards, basic understanding of simple injury reduction; continuation of parent involvement	basic understanding of how to prevent and put out fires; greater self-direction to prevent and react to fire, smoke or burn situations	hazards and safe storage of flammable liquids, positive actions to prevent fires and burns or to reduce injuries, especially related to metallic objects	principles of extinguishing fires; issues related to peer pressure related to fire setting; self-motivation to effect changes with family involvement; role of fire service in the community
Science of Fire understands and analyzes facts about fire	classifies "good" and "bad" fires and heat sources *25(a)3A, 26(a)1C	identifies three elements of fire triangle *25(b)2C lists and classifies things that do and do not burn *25(b)3B,5B	explains putting out a fire as removing or controlling one element *25(c)3B, 26(c)1C defines and gives examples of controlled and uncontrolled fires *25(c)3B, 26(c)1C	defines and gives examples of combustible, noncombustible, flammable and nonflammable materials, with relation to gas, liquid and solid states *25(d)7A, **3.1,3.5	interprets three elements of fire to explain how to prevent and extinguish fires *25(e)4B, 28(e)1G describes characteristics of heated gases from fires *25(e)4B, 28(e)1G
Safety Communication knows and applies terms and symbols associated with fire and burn safety	identifies EXIT signs in schools and public buildings *29(a)1E identifies "hot" and "cold" symbols on faucets *26(a)1C, 29(a)1E				
Injury Reduction knows, performs and analyzes techniques to reduce fire and burn injuries	demonstrates and practices rolling on ground in case of clothing fire *25(a)3C, 26(a)1C, 29(a)1D demonstrates and practices crawling on ground in smoke of fire situations *25(a)3C, 26(a)1D	demonstrates cooling a burn with cool water *25(b)5B, 26(b)1C, **1.1 demonstrates and describes crawling in suspected smoke or fire situation because smoke rises *25(b)2C, 26(b)1C, **1.1 demonstrates and describes rolling to put out clothes fire *26(b)1C, **1.1	explains using cool water to reduce burn injury *25(c)7B, 26(c)1C explains that rolling on ground keeps air from fire on clothes *25(c)7B, 26(c)1C explains that smoke and gases from fire can affect thinking *25(c)7B, 26(c)1C	explains injury reduction skills to others through song, dance, story, demonstration, etc. *26(d)1D,1E	lists and describes effects of toxic gases in smoke and fire byproducts *25(e)7B, 28(e)1G, ** 1.4
Hazard Recognition recognizes fire and burn hazards at home, play and work	classifies hot and cold objects, including cigarettes and appliances *25(a)1A,3A, 26(a)1C identifies smoking cigarettes as a hazard to cause burns and to start fires *26(a)1D	distinguishes electrical objects, a potential heat sources, as having cords *25(b)3B,4B identifies home and community as city or rural and types of related fire risk *25(b)6D, 29(b)5A, **1.6	predicts how electrical appliances can become hazards through carelessness, misuse, disrepair, including unattended cooking *25(c)6A, 26(c)1C identifies special holiday hazards related to family customs or traditions *26(c)1C, 29(c)6B	classifies metallic and non-metallic objects *25(d)3B, **3.6 distinguishes metallic objects as contact burn hazards *25(d)6B,8A, 26(d)1E identifies positive behaviors with hazardous appliances *26(d)1E	describes types of hazards from discarded cigarettes *26(e)1F
Hazard Reduction applies and values techniques for reducing or eliminating fire and burn hazards	states rule to stay aware from hot objects *26(a)1C, 29(a)1A tells parents, "Keep me safe from fire" *29(a)1B	describes or illustrates need for smokers to have watchers *25(b)7B, 26(b)1D encourages parents to conduct home inspection using provided checklist *25(b)7B, 26(b)1C,2B	describes benefit of family working together to reduce fire and burn hazards *26(c)2B writes at least five rules for safe behavior *26(c)1C	conducts inspection for safe flammable storage with parents using provided checklist *26(d)1E,2B identifies fire safety for holidays in each month *26(d)1E	demonstrates reactions to hazardous situations, including, removal of fire hazards *28(e)1F identifies safety features in school, home and other buildings *28(e)1F,1G
Escapes And Drills knows and applies methods of fire and smoke warnings and escape and exit techniques; values the importance of smoke detectors and escape planning	demonstrates actions in school exit drills *26(a)1C, 29(a)1D	identifies smoke alarm as warning to get out *26(b)1C draws map of home with two ways out for everyone *25(b)4D states steps and rules for school exit drill *26(b)1C, 29(b)4B	describes general guidelines for smoke detector placement (each level, outside bedrooms) *26(c)1C describes or illustrates alternate ways out of a building *26(c)1C organizes home drill *26(c)1C,2B, 29(c)1C	gives details of action at home alone in suspected fire situations *26(d)1D assists parent in maintaining smoke detector using provided guidelines *25(d)7B, 26(d)1E,2B identifies low battery warning on smoke detector *26(d) 1D	explains need for exit plans and drills, especially at home *25(e)6A, 26(e)1F,2C, 29(e)1A, **1.8
Matches And Firesetting recognizes hazards of matches, lighters and other firesetting instruments; knows and values techniques for reducing intentional fires	demonstrates telling an adult if he/she sees matches *26(a)1C, 29(a)1A	describes or illustrates matches as tools for adults *26(b)1C	describes why matches are not toys *25(c)1C	describes how matches can be used safely *26(d)1E	demonstrates resisting peer pressure related to fire, matches and smoking *29(e)1C, **1.8
Reporting A Fire knows and applies appropriate methods of reporting suspected fire or smoke situations	demonstrates telling an adult about smoke or fires *25(a)3C, 26(a)1C	demonstrates yelling and other signals to warn others *26(b)1C memorizes emergency telephone number *26(b)1C	demonstrates dialing emergency telephone number *26(c)1C demonstrates giving name and address *26(c)1C	describes or demonstrates what to report in an emergency situation *26(d)1D	describes local locations and uses of fire alarm boxes *28(e)1F
Care Giving understands and values appropriate supervision of and intervention for other people, especially young children and older adults	tells parents to give fire safety rules to baby-sitter *26(a)1C			writes rules for baby-sitter or care giver for family, with parents' assistance and consideration of ages of family members *26(d)2B, 29(d)2A, 6B	
The Fire Service understands and values the role of the fire service in preventing and suppressing fires	identifies fire fighters and other fire service workers as friends *29(a)1B	describes fire fighter as community helper who helps prevent fires and who puts out fires *25(b)7C, 29(b)1C, **1.7	identifies ways that fire fighters are involved in fire suppression and prevention *29(c)4A		lists the four primary services provided by the fire services *25(e)3A describes fire department's role in helping the community stay safe and healthy *26(e)3A, **1.7
Outdoor Safety knows and applies techniques for reducing outdoor fires and injuries from outdoor fire and burn hazards	demonstrates or illustrates staying away from campfire, trash burning, etc. *25(a)1C	distinguishes how outdoor fires are different from building fires *25(b)6D, 26(b)3, **1.6	identifies outdoor electrical hazards (storms, tools, campfires) *25(c)4B, 26(c)3A, **2.9		describes safe practices with fireworks *29(e)3B, **1.6 writes at least five rules for outdoor fire safety *26(e)3B

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Burn Prevention Education In Texas

Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade	Health	Economics
heating equipment safety; impact of fire on outdoor environment and methods to reduce that impact; first aid for burns; personal relationship to community fire safety	fire physics, electrical hazards and responding to those hazards; continuation of first aid for burns	responsible decision-making regarding fire and burn hazards, including peer pressure related to fire risks; preparation for and reaction to possible fire situations	technical aspects of fire hazards and detection; fire hazards outside the home	review of fire and burn prevention techniques and emergency actions; awareness of needs of all age groups, smoking and flammable liquids	awareness of adult responsibilities to preserve family, property and economy; preparation for maintaining one's own home; U.S history of fire and burn incidents
	lists types of heat and fuel to define classes of fire *25(g)2D, **3.1 describes fourth element of fire, uninhibited chemical reactions *25(g)4B, **3.1 describes three types of fire extinguishers *26(g)1H		defines and describes flash point, flash fire, flammability of construction and clothing types *44(b)7D		
analyzes product advertisements for fire and burn safety information *26(f)2A		analyzes product labels for fire safety, including flammable or combustible warnings, nonflammable labels *44(a)11C communicates hazards of smoking, using written, illustration or oral format *48(a)1D		identifies and describes cigarette health messages and writes cigarette fire safety messages *65(a)1A,1D,2A identifies and describes flammable liquid warnings on home-use products, cleaners, gasoline, etc. *65(a)1E	defines terminology relating to fire insurance and home safety (detectors, sprinklers, etc.) *69-4D
describes three classes of burns and first aid for each *26(f)1G,2D	classifies six types of burns by causes (contact, UV, chemical, etc.) *26(g)2D describes special first aid actions for burns other than contact burns *26(g)2D			lists best actions in suspected fire or smoke situations and first aid for three types of burns *65(a)1E	
explains hazards of heating equipment, including safety considerations such as UL inspection certification and proper placement *25(f)7B, 26(f)1H, **2.6 analyzes safety of alternative heating 25(f)6E, 26(f)1H), **2.6	describes why electricity and electrical appliances are fire and burn hazards, relating amount of energy used by various appliances to their risk *25(g)6D, **3.4		lists at least 10 typical hazards in the workplace, including industrial, retail and office *44(b)3	describes role of carelessness in fires and burn injuries, including cigarettes, heating and cooking *65(a)1B,1D,1G organizes and conducts comprehensive home inspection, including outdoors and nonliving areas *65(a)1B,1E,1G	describes the economic impact of fires and related casualties in the U.S. *69-1B,1G
conducts inspection of home heating equipment with parents to check for safe usage *25(f)7B, 26(f)1H, **2.6 gives examples of correcting holiday hazards *26(f)1H	develops holiday checklist that applies fire safety rules *25(g)7B, 26(g)1H,2C	writes at least 10 rules for smokers *44(a)11B,C describes safe practices with fire hazards commonly found in home or outdoors *44(a)11C develops and implements home survey instrument *44(a)11C	describes desire to be safe and to keep others safe *44(b)7D	organizes and conducts comprehensive home clean-up, including outdoors and nonliving areas *65(a)1B,1E,1G	describes fire and burn safety responsibilities of consumers and residents *69-1G,4A identifies hazard reduction efforts of various organizations, agencies *69-3A, 4B
evaluates school exit drill *25(f)2D,6A, 26(f)1H (relate to vol fd)	analyzes prepared maps of other locations to show appropriate detector placement *26(g)1H,2C draws map of home to scale to show smoke detector placement and home exit plan *25(g)7B, 26(g)1H,2C	describes or demonstrates what to do in unusual circumstances *44(a)11C,4B(a)4I organizes an obstructed drill at school or home *4B(a)4J	describes basic function of two types of smoke detectors *48(c)3D describes basic function of sprinklers, including residential fast response sprinklers *48(c)3D surveys and maintains smoke detectors at home *48(c)3D		lists types of building code requirements for detectors, sprinklers, exits *69-2A,4B,4D
describes hazards of intentional fires, especially relating to waste and loss of resources *29(f)2B		describes alternative behaviors to peer pressure related to firesetting and smoking *44(a)11A, 48(a)1D identifies arson as a crime *48(a)2L writes at least five rules for using matches and lighters *44(a)11B,C			explains effects of business fire on community and production *69-1B,1E
identifies hazard of false alarms, especially relating to wasting resources *29(f)2B	prepares time line in response to fire sighting and reporting *25(g)4E, 29(g)7A explains why to report smoke or suspected fire promptly *25(g)6D, 26(g)1H	describes how to discourage false alarms *44(a)11C,4B(a)2L			
		outlines and details duties of baby-sitter *44(a)11C, 4B(a)4I,J		describes general accident prevention and wellness needs of children, handicapped and senior citizens *65(a)1G,3E	describes fire and burn safety responsibilities of citizens in their roles as caregivers or providers *69-4A
describes role of volunteer fire department in the community *26(f)3A	describes professionals involved in emergency response and burn care *26(g)3A			describes at least five community health services and other resources that assist in community fire safety *65(a)3D	
describes impact of grass and tree fires on land forms *25(f)6E, **2.2 lists steps in safe procedures for burning debris and cooking on charcoal, campfire, grill *26(f)3B gives examples and application of cleaning trash and brush to reduce fire hazard *26(f)3B	describes dangers of high tension wires *26(g)1H, **3.4	lists comprehensive camping safety rules *44(a)4B	lists comprehensive rules for outdoor safety *44(b)7D investigates community laws on fireworks *44(b)7D	describes fire safety precautions related to gasoline, autos, outdoor tools and discarded cigarettes *65(a)1G	

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	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade
* Essential Elements Current essential elements as defined by Chapter 75 of the Texas Education Code that apply: The student shall be provided opportunities to:	§75.25 (a) 1A. use comparators ... heat/cold. §75.25 (a) 3A. classify objects by comparing similarities and differences. §75.25 (a) 3C. arrange events in sequential order. §75.26 (a) 1C. recognize hazards in the environment and acquire knowledge and skills needed to avoid injuries and to prevent accidents. §75.26 (a) 1D. recognize negative effects of ... tobacco. §75.29 (a) 1A. identify examples of right and wrong behavior. §75.29 (a) 1B. discuss ways people can help each other. §75.29 (a) 1D. practice rules of safety. §75.29 (a) 1E. recognize safety symbols.	§75.25 (b) 2C. observe properties of objects, organisms, and events in the environment. §75.25 (b) 3B. classify objects, organisms, actions, and events from the environment according to similarities and differences. §75.25 (b) 4B. describe objects, organisms, and events from the environment. §75.25 (b) 4D. record data and interpret the arrangement of data on picture graphs, bar graphs, and maps. §75.25 (b) 5B. compare temperature of objects. §75.25 (b) 6D. draw conclusions from observed data. §75.25 (b) 7B. relate objects and activities to daily life. §75.25 (b) 7C. relate science to careers. §75.26 (b) 1C. recognize hazards in the environment, and acquire knowledge and skills needed to avoid injury and to prevent accidents. §75.26 (b) 1D. recognize negative affects of tobacco. §75.26 (b) 2B. recognize the health of the family depends upon contributions of each of its members. §75.26 (b) 3. recognize interdependence of people and the environment, and recognize personal responsibility for protecting the environment. §75.29 (b) 4B. identify school and community rules (laws). §75.29 (b) 4C identify authority figures in ... community. §75.29 (b) 5A. know geographical location of home in relation to school and community.	§75.25 (c) 3B. classify matter and forces, organisms, actions, and events from the environment according to similarities and differences. §75.25 (c) 4B. describe objects, organisms, and events from the environment. §75.25 (c) 6A. predict the outcomes of actions based on experience or data. §75.25(c)7B. relate objects, science principles, and activities to daily life. §75.26 (c) 1C. recognize hazards in the environment, and acquire knowledge and skills needed to avoid injury and to prevent accidents. §75.26 (c) 2B. recognize the health of the family depends upon contributions of each of its members. §75.26 (c) 3A. recognize interdependence of people and the environment, and recognize personal responsibility for protecting the environment. §75.29 (c) 1C. volunteer for leadership. §75.29 (c) 4A. identify some government services in the community. §75.29 (c) 6B. describe family traditions and customs.	§75. 25 (d) 8A. Use observations to form definitions of objects, actions, organisms, events, and processes. §75. 26 (d) 2B. recognize the health of the family depends upon contributions of each of its members. §75.25 (d) 6B. state generalizations about similarities and differences among objects, organisms, and events. §75.25 (d) 7A. compare and contrast objects, organisms, and events. §75.25 (d) 7B. relate classroom objects, science principles, and activities to daily life. §75.25(d) 3B. classify matter and forces, organisms, action, and events from the environment according to similarities and differences. §75.26 (d) 1D. practice general emergency procedures. §75.26 (d) 1E. recognize hazards in the environment, and acquire knowledge and skills needed to avoid injury and to prevent accidents. §75.29 (d) 2A. describe ways a community satisfies needs for food, clothing and shelter. §75.29 (d) 6B. describe how individuals and families change over time.	§75. 26 (e) 2B. recognize interdependence of people and the environment, and recognize personal responsibility for protecting the environment. §75. 29 (e) 1A. accept the responsibilities of membership in various groups. §75.25 (e) 4B. describe objects, organisms, and events from the environment. §75.25 (e) 6A. predict the outcomes of actions based on experience or data. §75.25 (e) 7B. relate classroom objects, science principles, and activities to daily life. §75.25 (e) 8B. state relationships among objects, organisms, and events using operational definitions. §75.26 (e) 1F. practice general emergency procedures. §75.26 (e) 1G. recognize hazards in the environment, and acquire knowledge and skills needed to avoid injury and to prevent accidents. §75.26 (e) 2C. recognize the health of the family depends upon contributions of each of its members. §75.26 (e) 3A. recognize scope of services provided by community health agencies. §75.29 (e) 1C. explain how groups influence individual behavior.
** Science Content content from the sciences that shall be emphasized at the grade level shall include:		Life Science 1.1 basic needs and life processes 1.6 ecology ... interdependence of living things. 1.7 application of life science to careers and everyday life.	Earth Science 2.9 human responsibility regarding earth science phenomena ... natural resources.	Physical Science 3.1 energy ... kinds of energy ... forms of energy ... sources of energy. 3.5 phases of matter: solids, liquid and gas. 3.6 structure of matter ... families of elements: metals and nonmetals ...	Life Sciences 1.4 structure and function of the human body. 1.6 ecology ... interdependence of living things. 1.7 application of life science to careers and everyday life. 1.8 human responsibility regarding life science phenomena.

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[illegible] Grade	Sixth Grade	Seventh Grade	Eighth Grade	Health	Economics
§75.25 (f) 2D. observe phenomena resulting from the life, earth, and physical sciences §75.25 (f) 6A. predict the outcomes of actions based on experience or data §75.25 (f) 6E. draw conclusions from observed data. §75.25 (f) 7B. relate classroom objects, science principles, and activities to daily life. §75.26 (f) 1G. identify ways to care for the principal body systems §75.26 (f) 1H. recognize hazards in the environment, and acquire knowledge and skills needed to avoid injury and to prevent accidents §75.26 (f) 2A. recognize benefits and limitations of advertising as it relates to selection of health ... products §75.26 (f) 2D. recognize need for first aid §75.28 (f) 3A. identify locally available voluntary health agencies §75.26 (f) 3B. recognize interdependence of people and the environment, and recognize personal responsibility for protecting the environment §75.29 (f) 2B. explain why conservation of economic resources is important	§75.25 (g) 2D. observe phenomena and apply knowledge of theories, facts, and concepts from the life, earth, and physical sciences §75.25 (g) 4B. name and describe objects, organisms, and events from the environment §75.25 (g) 4E. record data and interpret the arrangement of data on graphs, tables, and other visuals §75.25 (g) 6D. form and state generalizations about similarities and differences among observed objects, organisms, events, and phenomena §75.25 (g) 7B. relate classroom objects, science principles and activities to daily life §75.26 (g) 1F. identify factors, including peer pressure, that contribute to ... tobacco ... abuse and methods of prevention §75.26 (g) 1H. recognize hazards in the environment, and acquire knowledge and skills needed to avoid injury and to prevent accidents §75.26 (g) 2C. recognize the health of the family depends upon contributions of each of its members §75.26 (g) 2D. identify basic emergency treatment §75.26 (g) 3A. relate the system of health services provided by government to the health needs of people §75.29 (g) 7A. make and interpret time lines	§75. 48 (a) 1D. recognize that individuals must accept the consequences of their decisions §75.44 (a) 11B. investigate the range of effects on personal health and safety from the use of ... tobacco §75.44 (a) 11C. discriminate between responsible and irresponsible choices that affect personal health §75.44 (a) 4B. describe ecological relationships in the environment §75.44(a) 11A. determine alternate courses of action when one is being pressured concerning use of ... tobacco §75.48 (a) 2L. support the rules and laws of one's school, community, state and nation §75.48 (a) 4I. develop criteria for making judgments §75.48 (a) 4J. use problem-solving skills	§75.44 (b) 3. classify objects or events according to similarities and differences §75.44 (b) 7D. contrast human activities that affect the natural environment §75.48 (c) 3D. analyze the impact of technological innovations on business, industry and agriculture (in U.S.)	§75.85 (a) 1A. understand the care of body systems and their functions §75.85 (a) 1B. relate personal behavior to wellness §75.85 (a) 1D. demonstrate responsible behavior concerning ... tobacco §75.85 (a) 1E. exhibit skills in accident prevention, injury control and emergency action §75.85 (a) 1G. identify components of comprehensive accident prevention programs §75.85 (a) 2A. analyze messages of advertising for health resources and activities §75.85 (a) 3D. describe the wide range of resources designed to protect and promote well-being of people §75.85 (a) 3E. investigate current health issues	§75.89 1B. analyze how supply and demand affect prices §75.89 1E. analyze the roles of economic incentives, voluntary exchange, private property rights and competition §75.89 1G. examine the roles of labor and consumers in the American free enterprise system §75.89 2A. understand how the government both protects and regulates the operations of the market system §75.89 4A. describe the rights and responsibilities of consumers §75.89 4B. identify ... agencies that provide consumer protection §75.89 4D. define basic consumer terminology in the areas of credit, insurance, budgeting and home ownership or leasing
Earth Science 2.2 geology ... agents of weathering, erosion and deposition. 2.6 meteorology ... effects of weather change and severe weather types ... effects of weather on human activities.	**Physical Science** 3.1 energy ... kinds of energy ... sources of energy ... transformation of energy from one form to another. 3.4 electricity and magnetism: charges, circuits, properties, electromagnetism, etc.				

Introduction

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Introduction

Why teach fire and burn prevention?

Each year during the past decade, about 300 Texans have died in fires. The Texas Commission on Fire Protection is committed to reducing this alarming statistic. Analysis of fire statistics shows that the vast majority of fires – and the resulting fire deaths – could have been prevented. Regretfully, most people do not know or practice even simple actions that can prevent fires and burns.

The Texas Commission on Fire Protection believes the key to reducing fires and fire deaths is education. Fire safety education has traditionally been concentrated in elementary school observances of Fire Prevention Week. While these observances can produce effective results, thoughtful analysis of the fire problem and fire safety educational programs shows that a more comprehensive, age-appropriate approach to fire safety education can multiply its benefits.

Recognizing the limits of classroom instruction time, the Texas Commission on Fire Protection has examined the Texas essential elements of instruction to determine the most appropriate topics with which to integrate fire prevention and fire safety. Teachers from across the state have provided feedback on topics appropriate for each grade level, kindergarten through high school.

The result of this extensive research is "Fire Safety for Texans," a series of curriculum guides teaching fire and burn prevention. Each grade-level program has been coordinated with essential elements in that grade and with the unique specific fire safety needs of that age group. The lesson plans have been field tested in classrooms across the state. On average, students who have been taught using these materials score 26 percent higher than students in control groups.

As you use this guide, you and teachers in other grade levels will be part of a continuum of fire safety education spanning all grades. The Texas Commission on Fire Protection believes this continuum will help create a generation of Texans who will be fire-safety aware. In turn, all Texans can benefit from a decrease in the number of needless fire deaths and an increase in safer homes and worksites – a benefit we all deserve.

This Booklet

This booklet, "Fire Safety: Any Time, Any Place," is specifically designed for first-grade students. The following sections give specific information on the essential elements applicable to fire and burn prevention and on the age-specific needs of first-grade students related to fires and burns. You will also find additional information on the format and materials found in this booklet.

This booklet has three sections:

- **Lesson Plans.** This section includes all steps in the lesson cycle.
- **Teacher Materials.** This section includes all teaching aids and tests.
- **Student Materials – Duplicating Masters.** This section includes master copies of materials to be used by students.

General Objectives: To acquire basic knowledge of fire and burn hazards

To develop a basic understanding of simple injury reduction

To continue parent involvement

Essential Elements: The student will be provided opportunities to:

§75.25 (b) 2C. observe properties of objects, organisms, and events in the environment.

§75.25 (b) 3B. classify objects, organisms, actions, and events from the environment according to similarities and differences.

§75.25 (b) 4B. describe objects, organisms, and events from the environment.

§75.25 (b) 4D. record data and interpret the arrangement of data on picture graphs, bar graphs, and maps.

§75.25 (b) 5B. compare temperature of objects.

§75.25 (b) 6D. draw conclusions from observed data.

§75.25 (b) 7B. relate objects and activities to daily life

§75.25 (b) 7C. relate science to careers.

§75.26 (b) 1C. recognize hazards in the environment, and acquire knowledge and skills needed to avoid injury and to prevent accidents

§75.26 (b) 1D. recognize negative affects of tobacco

§75.26 (b) 2B. recognize the health of the family depends upon contributions of each of its members

§75.26 (b) 3. recognize interdependence of people and the environment, and recognize personal responsibility for protecting the environment.

§75.29 (b) 4B. identify school and community rules (laws)

§75.29 (b) 4C. identify authority figures in ... community

§75.29 (b) 5A. know geographical location of home in relation to school and community

Science Content: content from the sciences that shall be emphasized at the grade level shall include:

Life Science

1.1 basic needs and life processes

1.6 ecology ... interdependence of living things.

1.7 application of life science to careers and everyday life.

Background: Age Profile

Stage of industry vs. inferiority, which means the child needs opportunities to maximize her successes and to minimize and correct failures. She will work hard to receive recognition and improve skills.

Areas of development include neuromuscular and social. The child is developing many new physical skills, both gross and fine motor skills. He is making a social move from the home into peer groups and school. He is developing his own self-attitudes and seeks significant human relationships.

The child is moving into the concrete operational state, which means he can solve a variety of problems but needs concrete objects to solve those problems. He must be active in the instructional process, and activities and materials must be relevant to the child's life or environment. Instruction will be more effective if it involves both the affective and cognitive domains.

The first-grader is interested in social, occupational and civic matters. She is becoming able to move from the simple to complex, concrete to abstract, undifferentiated to differentiated, discrete to organized.

Fire And Burn Hazards

Curiosity about fires – playing with matches and lighters, candles, fireplace, heaters, other locations where the child can observe a flame; overconfidence in dealing with fires.

Scalds – cooking; tap water; hot foods, especially heated sweet foods.

Appliances – cooking at stoves or with microwave ovens, especially unsupervised; overconfidence in using appliances, such as irons, toasters, etc.

Clothing ignition – playing with matches; flammable clothing and costumes; walking or sleeping too close to heater or other open flame; not knowing how to reduce injury.

Outdoor hazards – campfires and barbecues; mini-bikes and lawn mowers; fireworks; high-tension wires.

Other – flammable liquids; fire caused by parents' smoking; injury from smoke and fire gases; knowing how to escape from fire.

Teacher's Note On Materials: Illustrations and activity sheets in this booklet are intended to serve as masters. Photocopy, then use the photocopy as directed.

Pre-Test and Post-Test: conduct the pre-test prior to presenting the first lesson and the post-test following the fifth lesson.

Teacher's Note on Closure Activities: Some activities included in the closure phase of the lesson cycle may be effectively used in the next lesson's focus activity.

Key To Icons: The following icons can be used to easily identify activities in the lesson plans:

Lesson objectives

Focus and closure

Creative group activity, including role playing

Lecture

Demonstration

Group problem-solving activity

Answering questions

Guest presenter

Investigation or research

Creative writing activity

Cut-and-paste activity

Group discussion

Drawing, artwork or illustration

Lesson Plans

BEST COPY AVAILABLE

LESSON ONE:

Things That Burn (Or Could Burn You!)

Goal: *To develop an understanding of objects that burn or could cause burns*

Objectives: The student will:

- identify three elements of fire triangle *25(b)2C
- list and classify things that do and do not burn *25(b)3B,5B
- distinguish electrical objects, a potential heat source, as having cords *25(b)3B,4B

Materials: Pre-tests (p. 16-17, questions on p. 15); three element labels OXYGEN, FUEL and HEAT (p. 18); "Will It Burn?" activity sheets (p. 33); scissors; glue. Enrichment: small samples of cloth, paper, wood, metal, rocks, etc.; construction paper; glue.

Focus: Administer pre-test.

Introduce lesson as being about fire. Use three students to create a triangle, with one lying on the floor and two standing, leaning to touch heads or shoulders.

Teacher: "During the next week, we will be learning about fire, about what we need to know to be safe from fire any time, any place. We will learn about how fires can start, what kinds of objects burn and can start fires, and what we can do to keep from being hurt by fires and burns. We'll also learn ways that we can get our families involved in preventing fires. Let's begin by looking at what fire is. To help us learn about the three elements of fire, let's build a triangle. (Form the student triangle.) Our triangle is special. Each person depends on the other to keep the triangle together. What would happen if we took out one person? (The triangle would fall apart.) Now, let's look at how this triangle relates to a fire."

Presentation Of Content: Continue using student triangle.

Teacher: Scientists and fire experts look at fire like a triangle. This is because three elements are needed to make a fire. 'Element' is a word used by scientists to mean a part."

Tape a sign label to each person in the triangle.

Teacher: "Here are the three parts: oxygen, fuel and heat. If we take away any one of these elements, the fire will be put out, or it won't start at all. (Demonstrate removing one part.)

Continue discussion to define three elements.

Teacher: "Let's discuss oxygen first. Where does oxygen come from? (The air.) How can we take oxygen away from a fire? (Covering up the fire.) The next element is fuel. Let's name some things that can be fuel for a fire? What kinds of things burn?"

Accept all reasonable answers. Be sure clothes, wood, furniture, gasoline, food and paper are listed. Reinforce recognition of items that will and will not burn.

Teacher: "Now let's look at heat. What kinds of objects create heat? (Include matches and lighters; stoves and heaters; electrical appliances, especially toasters, heaters, light bulbs, curlers.) Many objects that we named are electrical. How can we identify an electrical object? (By power cord.) Remember that if you see an item with an electrical cord, it might be hot so stay away."

Guided Practice: Have students identify and classify items in the room that will and will not burn. Expand discussion to include items found in the home. Have students identify electrical objects in the classroom and describe as having power cords.

Independent Practice: Distribute "Will It Burn?" activity sheet, scissors and glue. Have student cut apart pictures of objects, classify as "Fuel" or "Not Fuel" and glue in appropriate section.

Reteaching: Review concepts of hot and cold, and focus on identifying objects that can become hot.

Enrichment: In addition to or instead of completing "Will It Burn?" activity sheet, create a similar collage of sample objects on construction paper.

Closure: Have students build a fire triangle using other students or construction paper, then have them show and describe how to stop fire by removing a part of the triangle. Have students describe the heat and fuel sources in the triangle they create.

Teacher: "This has been a good beginning for our study about fire. In the next lesson, we will learn about two important ways we can keep from being burned."

LESSON TWO:

Important Ways To Prevent Fires

Goal: *To focus on two common ways that young children are burned and to encourage an understanding of the fire department's role in prevention*

Objectives: The student will:

- describe or illustrate matches as tools for adults *26(b)1C
- describe or illustrate need for smokers to have watchers *25(b)7B, 26(b)1D
- describe fire fighter as community helper who helps prevent fires and who puts out fires *25(b)7C, 29(b)4C, **1.7

Materials: Fire fighter, matches and cigarette cutouts (p. 19) mounted on sticks to make puppets; drawing paper and crayons AND/OR writing paper and pencils.

Focus: Introduce Fire Fighter puppet to introduce lesson.

Teacher (pretending to be fire fighter): "Hi, I'm your Friendly Fire Fighter. I work for the fire department. The fire department is very important in our city. Most people think our only job is to put out fires and help rescue people. But we have another job that is just as important. We also help prevent fires. Today I'm going to tell you about two important things that you need to know about preventing fires."

Presentation Of Content: Use Friendly Fire Fighter, matches and cigarette puppets to tell the following stories.

Teacher: "I'm going to tell you about two important jobs that you have that can help prevent fires. The first is about matches, which are very important tools for adults. What is a tool? (An object you use to do a job) What are some kinds of tools we use? (Accept all reasonable answers.)

"One of the most wonderful tools ever invented was the match. (Hold up match puppet) A match is a tool used by adults to do many jobs. Some are very serious jobs, like turning on a heater and starting the stove. Some jobs seem more fun, like lighting candles on a birthday cake.

"But when a match is used by a child, matches are always dangerous. So here is your first important job: If you see a match, your job is to tell an adult right away.

Hold up cigarette puppet.

Teacher: "Your second important job is about cigarettes. Many adults smoke cigarettes, but cigarettes can also be very dangerous. A cigarette is very hot and can start a fire if it touches any kind of fuel. What kinds of fuel might catch fire from a cigarette? (Clothes, furniture, curtains, sheets, carpet)

"Sadly, many adults don't pay attention while they are smoking cigarettes. So here is your second job: If you know or live with an adult who smokes, be a watcher. Tell the adult to use a large ashtray and to never smoke in bed. Help them watch out for cigarettes that have fallen on the floor or furniture."

Have students repeat aloud several times, "Smokers need watchers."

Guided Practice: Have students list tools that they use (paper, pencils, crayons, scissors, glue). Write list on blackboard for discussion. Have them list tools for use only by adults (matches, lighters, power tools, electrical appliances). Discuss what might happen if children were to use tools for adults (have an accident, start a fire, break the tool).

Independent Practice: Distribute drawing and/or writing paper with crayons and/or pencils. Have students draw a picture or write a short story to illustrate one of the two rules:

- Matches are tools for adults. If I see a match, I will tell an adult.
- Smokers need watchers.

Reteaching: Let students use puppets and props to make up stories about match or cigarette safety.

Enrichment: Post student stories and pictures, and invite other class(es) to visit; OR have students visit other classes to share their pictures and stories.

Closure: Have students share their pictures and stories with the class. Restate two jobs: to stay away from matches because matches are tools for adults and to help watch smokers. Have students repeat aloud "Smokers need watchers."

Teacher: "In our next lesson, we will learn about being prepared to get out safely in case of fire."

LESSON THREE:

Getting Out Alive

Goal: *To develop understanding of warnings, exit drills and emergency evacuations*

Objectives: The student will:

- identify smoke detector as warning to get out *26(b)1C
- demonstrate yelling and other signals to warn others *26(b)1C
- demonstrate and describe crawling in suspected smoke or fire situation because smoke rises *25(b)2C, 26(b)1C, **1.1
- draw map of home with two ways out for everyone *25(b)4D
- state steps and rules for school exit drill *26(b)1C, 29(b)4B

Materials: Cause and effect matching sentence strips, (p. 20); Fire Safety Sentence Starters (p. 21), reproduced on a poster or overhead transparency; "I Am Safe Because ..." sentence-matching activity sheet (p. 34); map grid activity sheet (p. 35).

Focus: Distribute cause and effect matching sentence strips. Have one student read a strip with a star (a cause statement) and have another student read a strip with a triangle (an effect statement). Note that the results should be humorous. Continue matching the remaining cause and effect statements.

Teacher: "These sentences have been really fun. But fire safety is very serious. When we talk about the effect of something that happens, we can understand better that sometimes we can do things to make ourselves – and those around us – more safe."

Presentation Of Content: Display Fire Safety Sentence Starters. Read each sentence starter, and discuss the sentence endings below to introduce and reinforce the need to have effective fire warning systems and evacuation plans. Have the children act out any of the sentence starters and endings for reinforcement.

- **I may not smell smoke while I am sleeping, so ...** my house should have a smoke detector, which can warn my family about smoke while we're sleeping.
- **Smoke rises, so ...** I should crawl or stay close to the ground while getting out of a smoke-filled room or whenever I hear the smoke alarm.
- **To warn others about fire, I should ...** yell "Fire!" or blow a whistle (or other kind of warning that my family has agreed on) while I'm crawling out of the fire.
- **The fire might block the way out of my bedroom, so ...** I should know another way out of my room, like the back stairs, a window or a back door.
- **Everyone at school should know how to get out safely in case of fire, so ...** we have fire exit drills and everyone should know the rules for fire exit drills. (Review rules for fire exit drills.)
- **Running during fire exit drills could hurt someone, so ...** we must all walk calmly and follow the rules for fire exit drills.

Alternative answers might be acceptable on some sentence starters. Discuss other suggestions as appropriate.

Guided Practice: Distribute "I Am Safe Because ..." sentence-matching activity sheet. Read sentences listing actions and reasons. Match actions with reasons.

Independent Practice: Distribute map grid sheet. Have students draw rough map of their homes and mark two ways out from all rooms. May be assigned as homework to encourage parent participation.

Reteaching: Have students practice two scenarios:

- Hearing alarm in school (stopping activities and quietly lining up).
- Hearing smoke detector at home (crawling and yelling FIRE).

Enrichment: Have students draw map of school to show exit routes from classroom, library, cafeteria, restrooms and gym.

Closure: Review maps completed by students. Restate rules for exit drill in school.

Teacher: "In our next lesson, we will learn more about what to do in case of fire. We'll also learn what to do if someone is burned."

LESSON FOUR:

First Aid

Goal: *To practice basic injury reduction skills for burns and to continue study of emergency response*

Objectives: The student will:

- demonstrate and describe rolling to put out clothes fire *26(b)1C, **1.1
- demonstrate cooling a burn with cool water *25(b)5B, 26(b)1C, **1.1
- memorize emergency telephone number *26(b)1C

Materials: "Red Hot" and "Calm and Cool" cutouts (p. 22) mounted to sticks to make puppets; "Always Calm and Cool" matching activity sheet (p. 36)

Focus: Introduce Red Hot and Calm and Cool puppets as symbols for the need to be prepared in an emergency.

Teacher: "We have been learning about how fires start and what we can do if there is a fire emergency. Today, we are going to continue learning about what to do in an emergency. Here are two new friends to help us. (Show Red Hot and Calm and Cool. Relate to H and C symbols on water faucets.)

Presentation Of Content: Continue presentation using puppets.

Teacher: "Tell me how you think you would feel in an emergency, say, if you were burned? (Scared, excited, nervous) Let's imagine that our Red Hot puppet stands for those feelings. When you feel that way, it's hard to think of how you should act. So we're going to learn three things that you can do if you're burned or need to call for help. By knowing what to do, you can feel less scared and excited. That will help you be Calm and Cool, like this puppet."

Let students express reactions. Then give the following three situations and reactions, showing the Red Hot puppet for the situation and Calm and Cool for the reactions:

- If your clothes catch fire, you should roll on the ground to smother the fire. Touching the ground takes the oxygen away from the fire, so roll several times.
- If you are burned, you should put the burn under cool water. Running cool tap water over the burn or placing the burn under cool water helps remove the heat and stops the burning process.
- If no adult is available in an emergency situation, you may be responsible for calling for help. Memorize 9-1-1 or the local emergency telephone number in areas not on 9-1-1 systems.

Guided Practice: Have students practice all three reactions. Hold up the Red Hot puppet while describing the situation and ask students to demonstrate or act out the appropriate response. Hold up the Calm and Cool puppet when students have responded correctly. Recite the emergency number several times and ask for student recitations.

Independent Practice: Distribute "Always Calm and Cool" matching activity sheet. Have students match the pictures of Red Hot situations to appropriate Calm and Cool reactions.

Reteaching: Have students continue practice situations with direct guidance. Ask students to describe their actions, as well as acting them out.

Enrichment: Have students write a short creative story about one of the skills practiced.

Closure: Have students name the emergency situation while other students act out or describe the response.

Teacher: "In our last lesson on fire safety, we will hear a new story about the City Mouse and Country Mouse. They will help us learn how the city and country both have special ways of being safe from fire."

LESSON FIVE:

Homes Are Special

Goal: *To develop an appreciation for preventing fires at home, including forests and fields that are homes for animals*

Objectives: The student will:

- distinguish how outdoor fires are different from building fires *25(b)6D, 26(b)3, **1.6
- identify home and community as city or rural and types of related fire risk *25(b)6D, 29(b)5A, **1.6
- encourage parents to conduct home inspection using provided checklist *25(b)7B, 26(b)1C,2B

MATERIALS: Illustrations of city and rural areas (p. 23); story "Fire Safety for the City Mouse and the Country Mouse" (p. 24); City Mouse and Country Mouse cutouts (p. 25) mounted on sticks to make puppets; "Homes Are Special" classification activity sheet (p. 37); "How Safe Is My Home?" home inspection checklist (p. 38); student participation certificates (p. 26); post-tests (p. 27-28, questions p. 15)

Focus: Show illustrations of city and rural areas. Have students identify differences and similarities of city and rural environments. (Similarities: houses, streets, place where people live and work. Differences: rural has more trees and brush, city has houses and other buildings close together; city has more streets.)

Teacher: During this unit, we have been learning about fire and how we can work to stay safe. In this lesson, we learn more about keeping our home safe. First, we'll look at different kinds of homes. Then, we'll learn how to check out our own homes with the help of our parents or other adults."

Presentation Of Content: Use City Mouse and Country Mouse puppets to illustrate the presentation. Have students read or act out the story. Review the traditional story of the City Mouse and the Country Mouse if students are not familiar with the story.

Teacher: "The story of the City Mouse and the Country Mouse tells us a lot about how people live differently in different areas. Do you think that there are any differences between people who live in the city and those who live in the country in how they plan for fire safety? (Accept all reasonable answers.) This new story about the City Mouse and the Country Mouse tells us about some of those differences."

Read the story as students use the puppets as props.

Guided Practice: Distribute "Homes Are Special" classification activity sheet. Have students classify statements as applicable to city or country area by circling the correct object (building for city or tree for country). To reinforce awareness of their own environment, have students draw pictures of their own homes in the proper settings.

Independent Practice: Distribute "How Safe Is My Home?" home inspection checklist for students to take home.

Teacher: "This checklist is a guide that you can use with your parents to look for things in your home that might cause fires or burns. It's very helpful for everyone in your home to learn about what you have learned during this unit. This list tells your parents the things that you have learned, plus some additional items that they might want to check in your home. Each person who brings back this checklist signed by a parent or guardian will receive a special certificate."

Reteaching: Have students write or dictate letters to their parents about fire safety. The letters might include a request for parent participation in recognizing special fire hazards.

Enrichment: Have students clip magazine pictures of city and rural scenes and make a collage showing the two classifications.

Closure: Ask students about their experiences with the home inspection. Present certificates to students who return home inspection checklists.

Administer post-test.

Teacher Supplemental Materials

Questions for Pre-Test and Post-Test

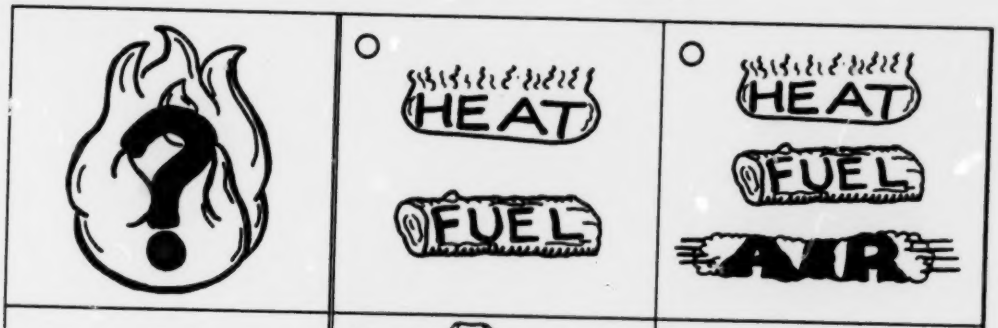
Use with Lesson One, Page 7, and Lesson Five, Page 11. Read each question aloud and instruct the students to fill in the bubble on the appropriate picture on the test sheet.

1. It is important to know what will make a fire. Scientists call these items the elements of fire. Fill in the bubble on the left picture if the elements of fire are heat and fuel (something that will burn). Fill in the bubble on the right picture if the elements of fire are heat, fuel (something that will burn) and oxygen (or air).
2. To prevent fires, we need to know what kinds of objects will burn. Fill in the bubble on the left picture if you think those are objects that will burn. Fill in the bubble on the right picture if you think those are objects that will burn.
3. Electrical appliances, like this toaster, cause many burns. What is the easy way to tell if something is an electric appliance. Fill in the bubble on the left picture if you can tell by looking for a cord and plug. Fill in the bubble on the right picture if you can see a flame or fire in an electric appliance.
4. A match has a special purpose. Fill in the bubble on the left picture if you think a match is a tool for adults, like a hammer. Fill in the bubble on the right picture if you think a match is a toy for children, like a ball and bat.
5. Smoking cigarettes can cause fires. Which one of these is an important rule in stopping fires from cigarettes? Fill in the bubble on the left picture if you think that only fire fighters can prevent fires caused by cigarettes. Fill in the bubble on the right picture if you think that being sure that someone, even you, is always watching the person who smokes is a good way to help prevent fires.
6. Imagine that a house is on fire. What is the fastest way to warn the people in the house that the house is on fire. Fill in the bubble on the left picture if sending a fire truck is the fastest way to warn about the fire. Fill in the bubble on the right picture if you think that fastest way to warn about fires is to have a smoke alarm in the house.
7. Fires cause smoke, which can be very dangerous. What happens to smoke in a house? Fill in the bubble on the left picture if you think smoke sinks to the floor. Fill in the bubble on the right picture if you think smoke rises to the top of the room.
8. Which one of these sentences is true about getting out of your bedroom in case of a fire in your house? Fill in the bubble on the left picture if you think that it is always safe to just go out of your bedroom room like you normally do. Fill in the bubble on the right picture if you think that you should know how to get out of the window in case there's too much smoke or heat outside your door.
9. What should you do first if you accidentally burn your hand on an iron? Fill in the bubble on the left picture if you should first run cool water over the burn. Fill in the bubble on the right picture if you think you should go to the doctor's office first.
10. When one house catches on fire, there is always a danger that it will spread to houses nearby. Which one of these neighborhoods would be in more danger if one house catches on fire? Fill in the bubble on the left picture if you think that houses in the country, where they are far apart, are in more danger. Fill in the bubble on the right picture if you think that houses in the city, where they are very close together, are in more danger.

Name _____

First Grade: Fire Safety: Any Time, Any Place **PRE-TEST**

1.



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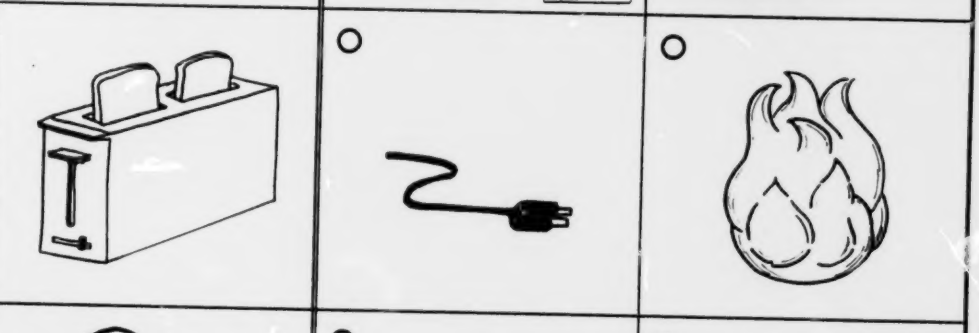

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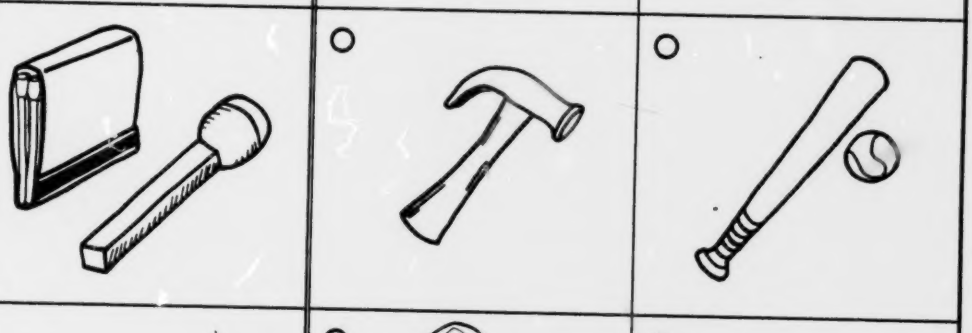

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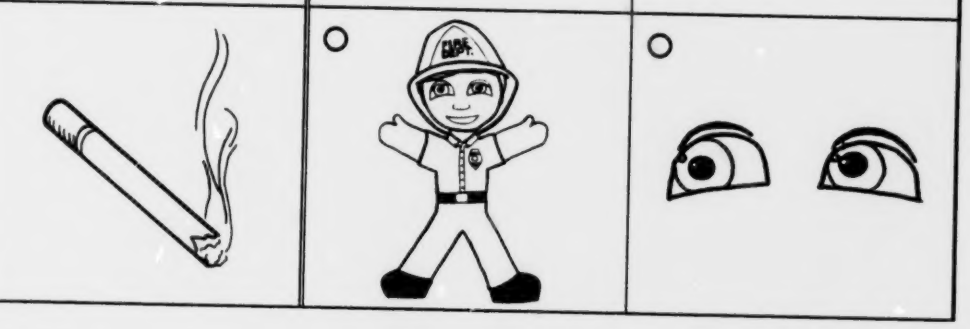

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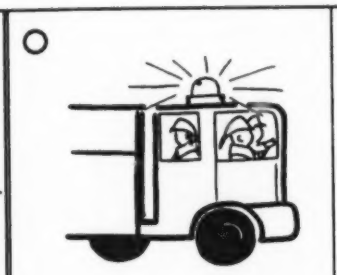

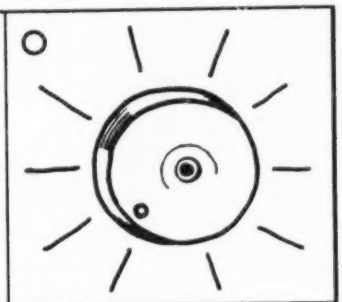

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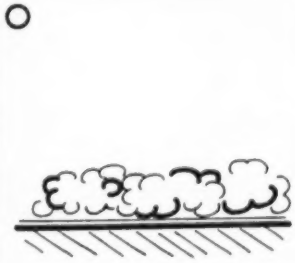

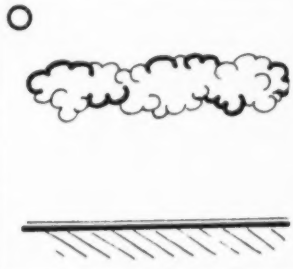

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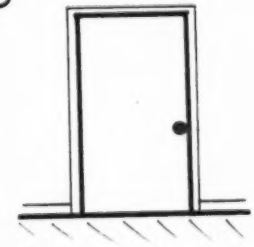

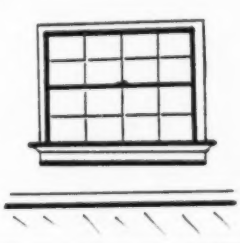

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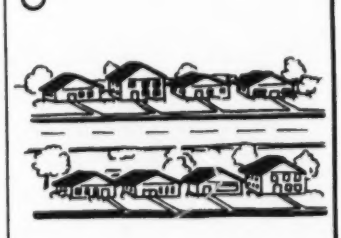


Teacher: Use prior to beginning Lesson One, Page 7. Duplicate for student use. Use questions on Page 15.

Three Element Labels

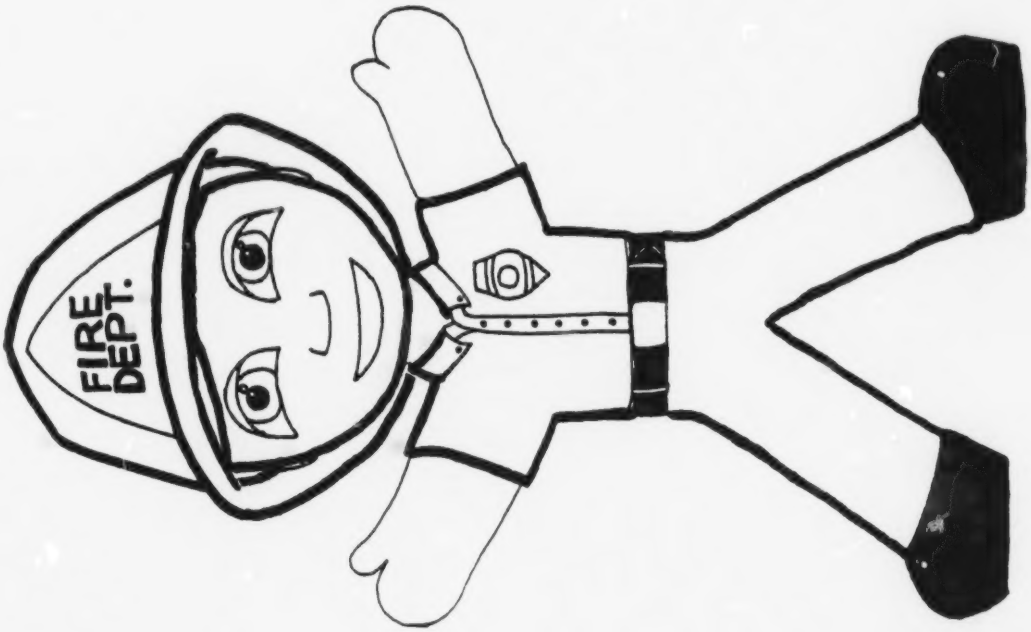
OXYGEN

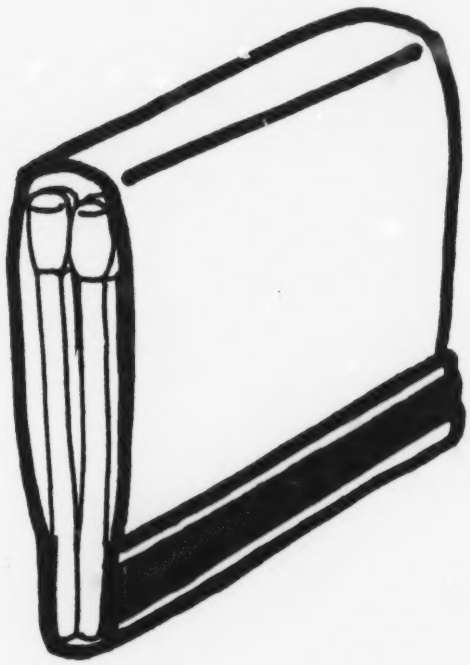
FUEL

HEAT

Teacher: Use with Lesson One, Page 7. Photocopy, then cut apart. Mount on tag board, if desired.

Fire Fighter, Match and Cigarette Cutouts





Teacher: Use with Lesson Two, Page 8. Copy, cut out and mount on craft stick to make puppet. Color and mount on tag board if desired.

Cause And Effect Matching Sentence Strips

★ The squirrel crossed the road ...

★ The clown jumped out of the car ...

★ The dancer leapt in the air ...

▲ and ran up a tree.

▲ and fell on his face.

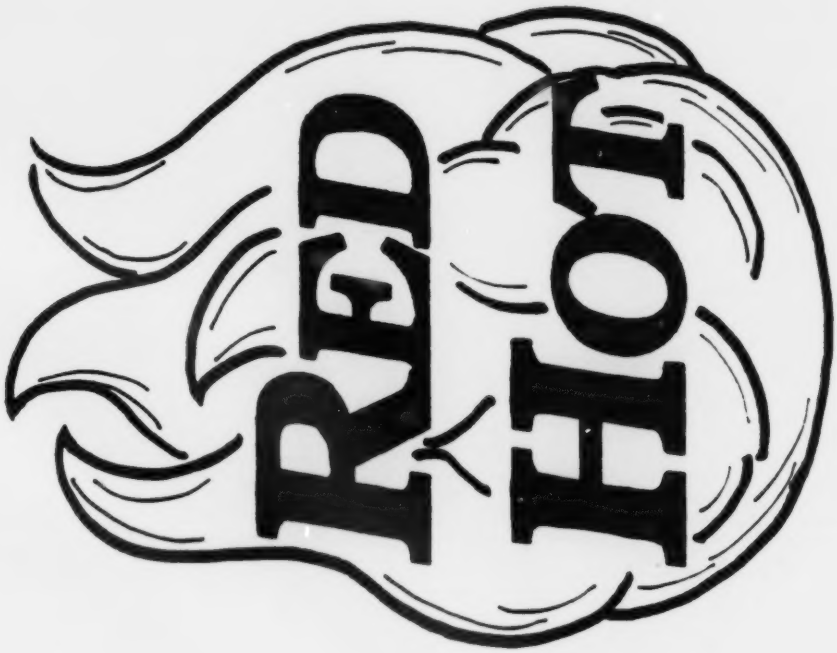
▲ and danced on his toes.

Teacher: Use with Lesson Three, Page 9. Copy, clip apart, and distribute to students.

- I may not smell smoke while I am sleeping, so ...
- Smoke rises, so ...
- To warn others about fire, I should ...
- The fire might block the way out of my bedroom, so ...
- Everyone at school should know how to get out safely in case of fire, so ...
- Running during fire exit drills could hurt someone, so ...

Teacher: Use with Lesson Three, Page 9. Reproduce on a poster or overhead transparency

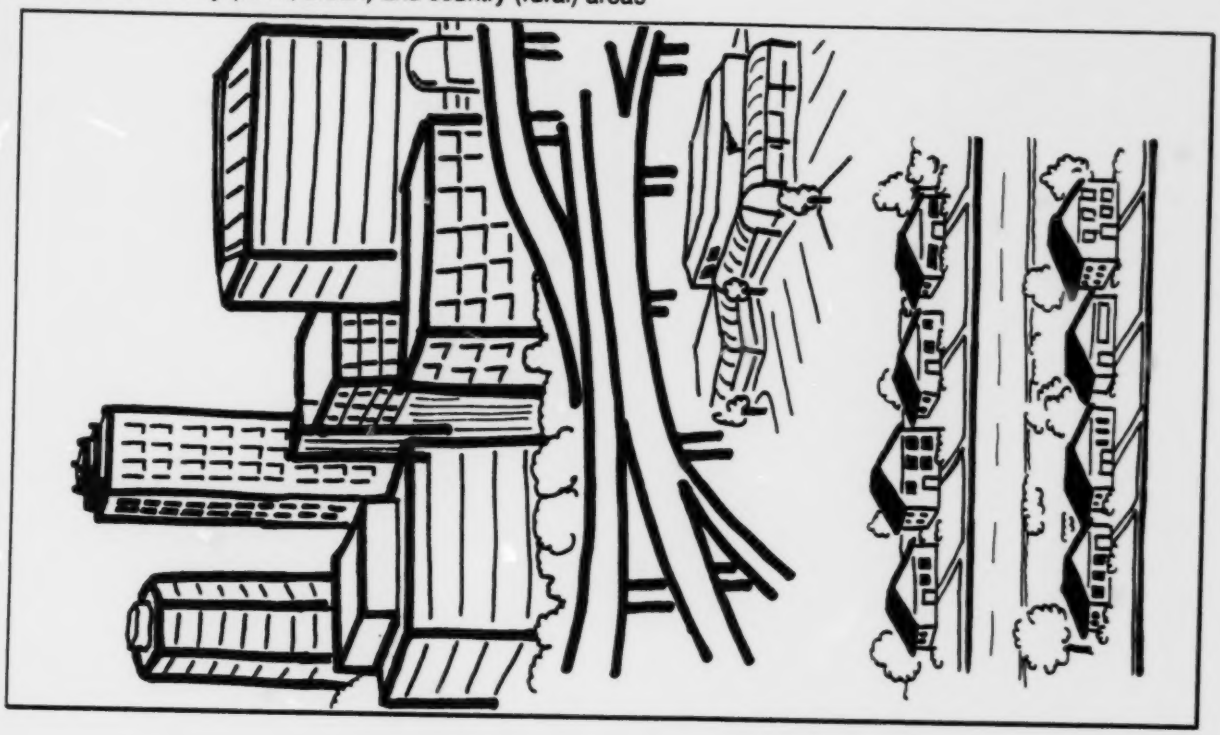
"Red Hot" and "Calm and Cool"

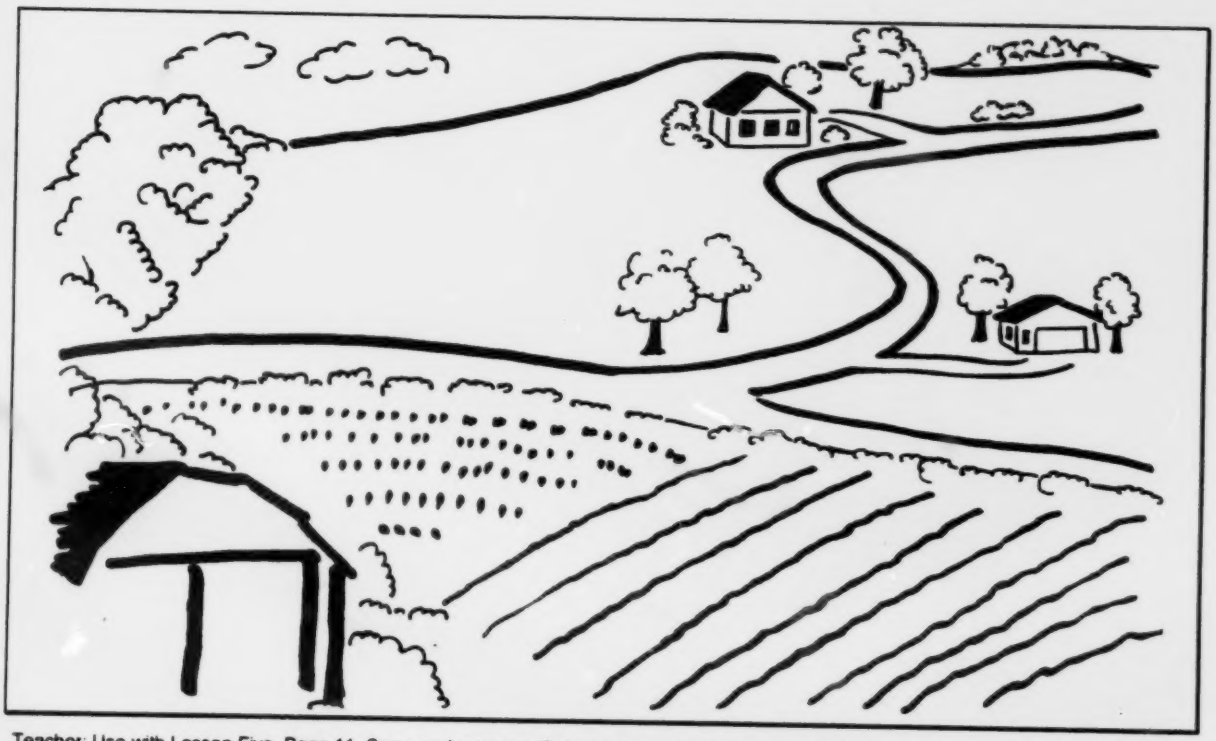


Teacher: Use with Lesson Four, Page 10. Copy, cut out, and mount on craft stick to make puppet. Color and mount on tag board, if desired.

City and Country

Illustrations of city (town, urban) and country (rural) areas





Teacher: Use with Lesson Five, Page 11. Copy, and cut apart. Color and mount on tag board, if desired.

Fire Safety For the City Mouse and the Country Mouse

Once upon a time, there were two mice who were cousins. One mouse lived in the city, and one mouse lived in the country. Their lives were very different, but they were also very much alike. Both mice knew how important fire safety is. Each mouse tried to keep his house safe from fire.

The City Mouse lived in a house on a busy street. There were many houses in his neighborhood. There were also many people (and mice, too). Each house had a smoke alarm and a fire extinguisher. All the people had fire exit plans and held exit drills in their homes. Because the houses were close together, the City Mouse told his neighbors to learn about fire safety. He knew that if a fire started in one house, it could spread quickly to other houses. By preventing fires in his home, he knew that he was helping his whole neighborhood.

The City Mouse enjoyed living in the city. The fire department had many stations, with one right down the street. Fire fighters stayed at the station all the time, day and night. They could go to a fire right away whenever they were called. That helped the City Mouse feel safe.

Living in the city was also easy. There were many fire hydrants where the fire department got water to fight fires. The city garbage workers picked up trash and rubbish often. Yes, the City Mouse was very happy in the city.

The Country Mouse lived far away in the country. His house was near a small road. There weren't many houses or people (or mice, either). He had to walk a long way to get to his nearest neighbors. There were many trees and bushes in his neighborhood. Right next to his house was a farm that grew cotton and corn.

Although he didn't have many neighbors, the Country Mouse worked hard to prevent fires. He had a smoke detector and fire extinguisher, just like his cousin, the City Mouse. He also helped his friends make fire exit plans and have fire exit drills in their homes. The Country Mouse told his neighbors to learn about fire safety. He knew that if a fire started in one house, it could spread quickly to the nearby trees and grass. By preventing fires in his home, he knew that he was helping the forest and his neighbors.

The fire department in the Country Mouse's town was made up of volunteers, people who were not paid to be fire fighters. When there was a fire, the volunteer fire fighters were called from their jobs to go to the fire. Because many homes did not have fire hydrants nearby, the fire department had special trucks to carry water to the fires. The fire fighters knew how to put out fires in buildings. They also knew how to battle wildfires, which are fires in forests and meadows. Wildfires are very dangerous, especially where there are many trees and hills. Fire moves quickly up hills and jumps from tree to tree.

Like many people who live in the country, the Country Mouse had to take his trash to a landfill. (He did not want to burn it, as many people did, because that might cause a wildfire.) Sometimes, it was more difficult to live in the country. But the Country Mouse enjoyed the trees and other animals so much that he was very happy.

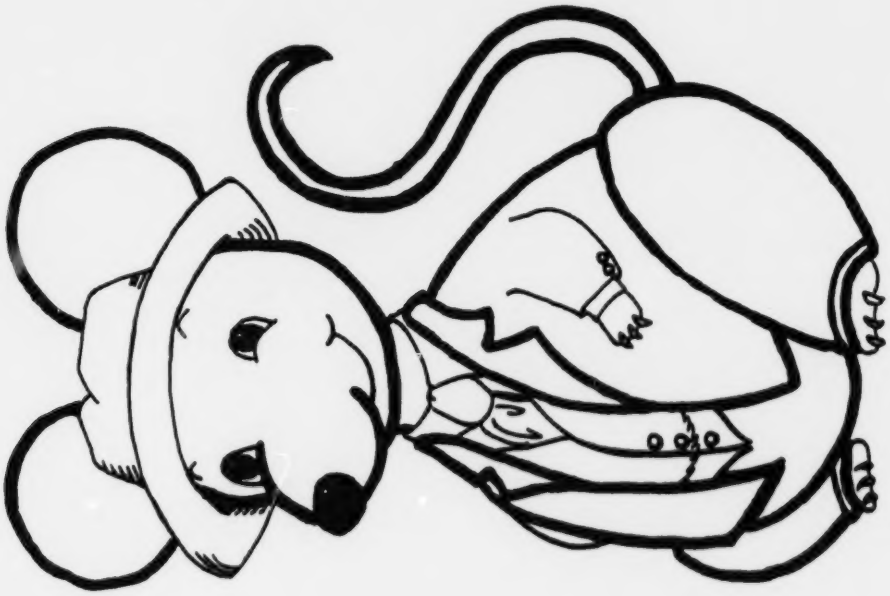
The City Mouse and the Country Mouse live in places that were very different. How were their homes different. How were the fire departments different?

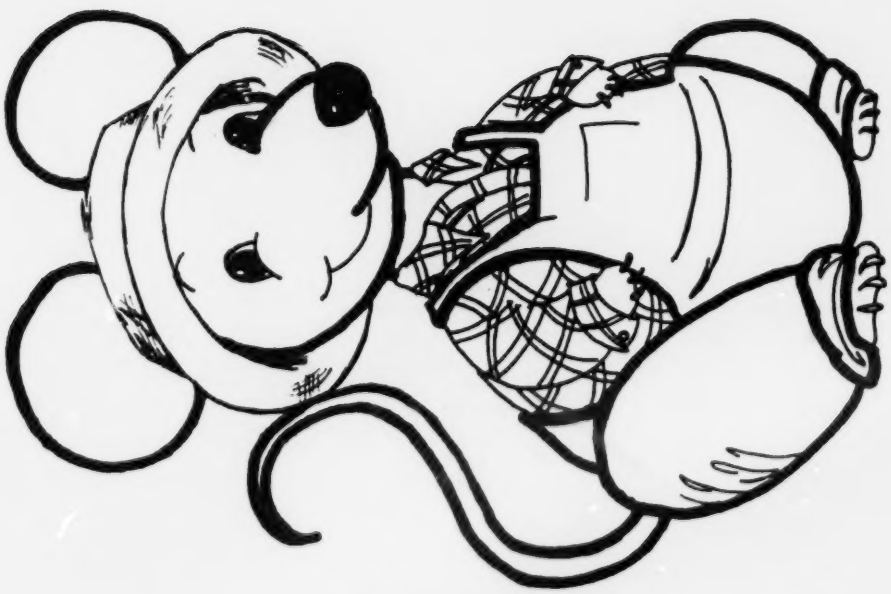
The City Mouse and Country Mouse both cared about fire safety. How were their homes alike? How were the fire departments alike?

Is your home and neighborhood more like the City Mouse's or the Country Mouse's? What can you do to help your neighborhood?

Teacher: Use with City Mouse and Country Mouse puppets in Lesson Five, Page 11.

"City Mouse" and "Country Mouse"





Teacher: Use with Lesson Five, Page 11. Copy, cut out, and mount on craft stick to make puppet. Color and mount on tag board, if desired.

Student Participation Certificate

This certificate is presented to

_____

for helping make your home safe from fires.

Always remember: Fire safety is important: any place, any time

_____

Date

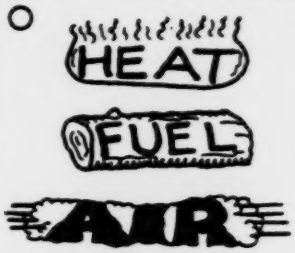
Friendly Fire Fighter

Teacher: Use with Lesson Five, Page 11. Fill in student name, and present when the student returns the home inspection form.

Name _____

First Grade: Fire Safety: Any Time, Any Place POST-TEST

1.



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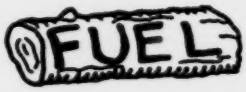

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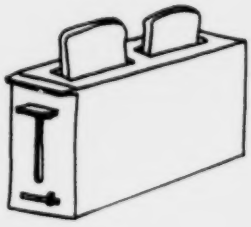

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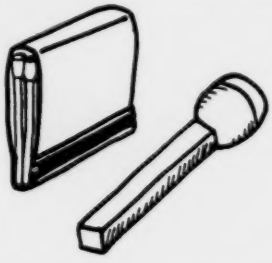

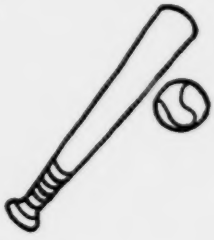

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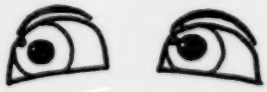

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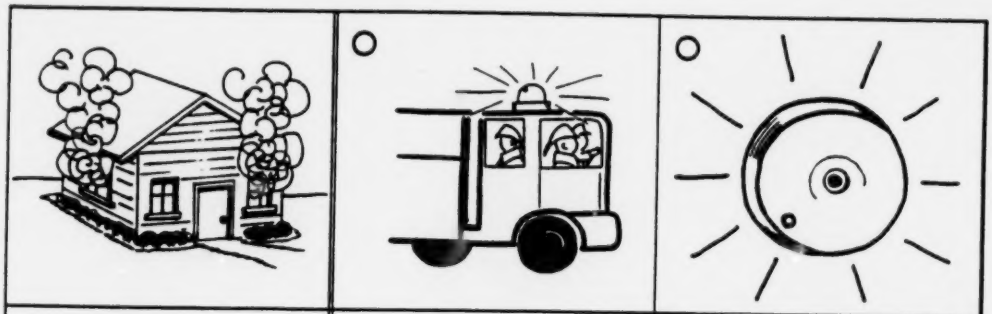

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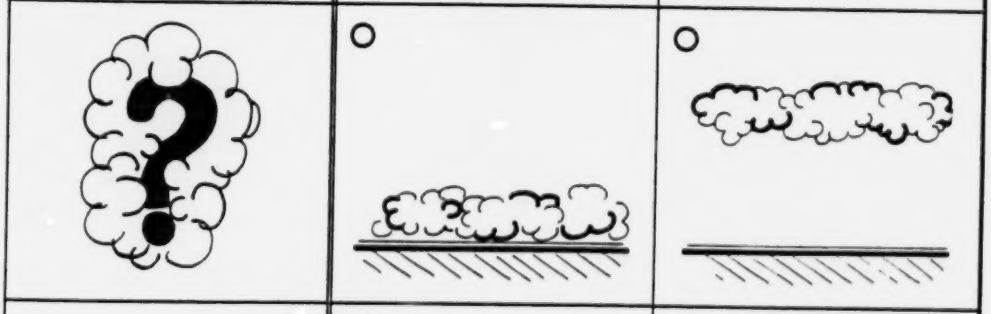

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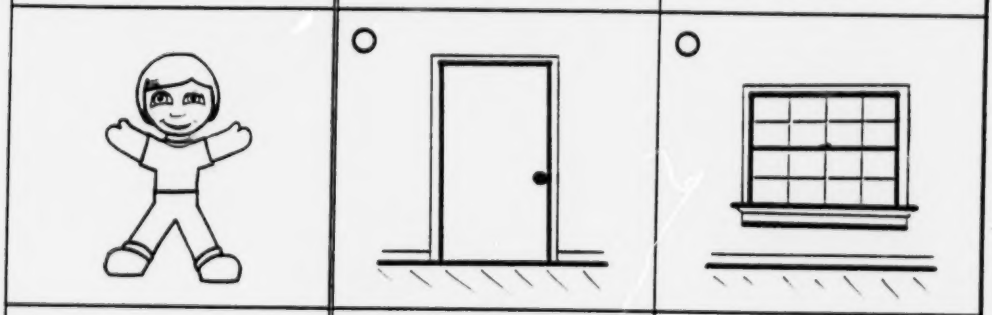

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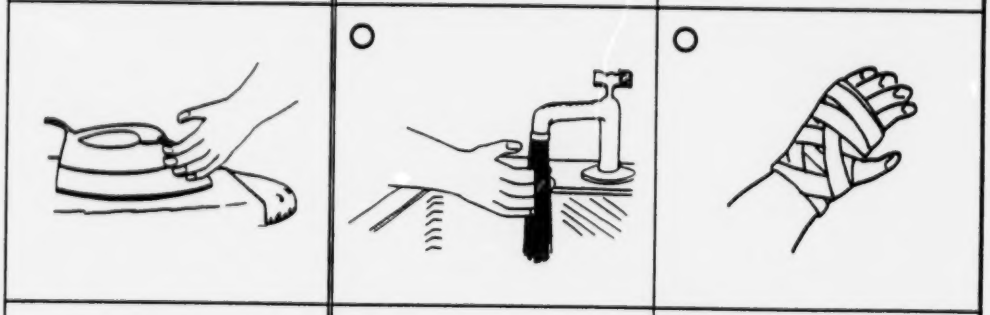

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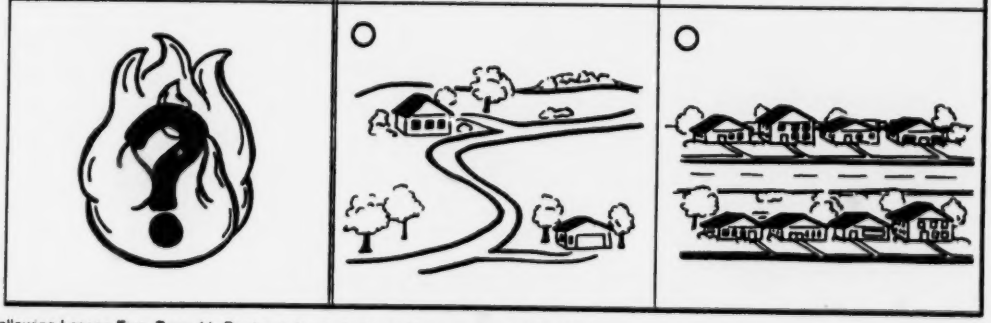
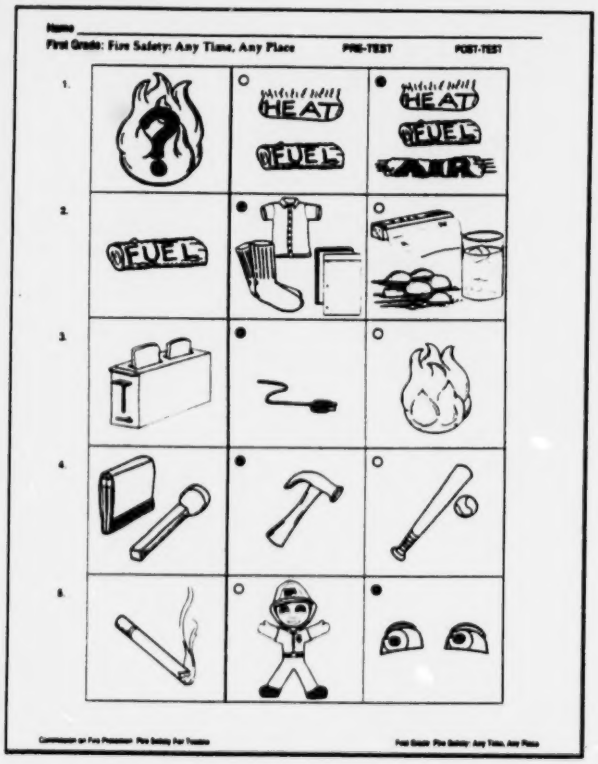
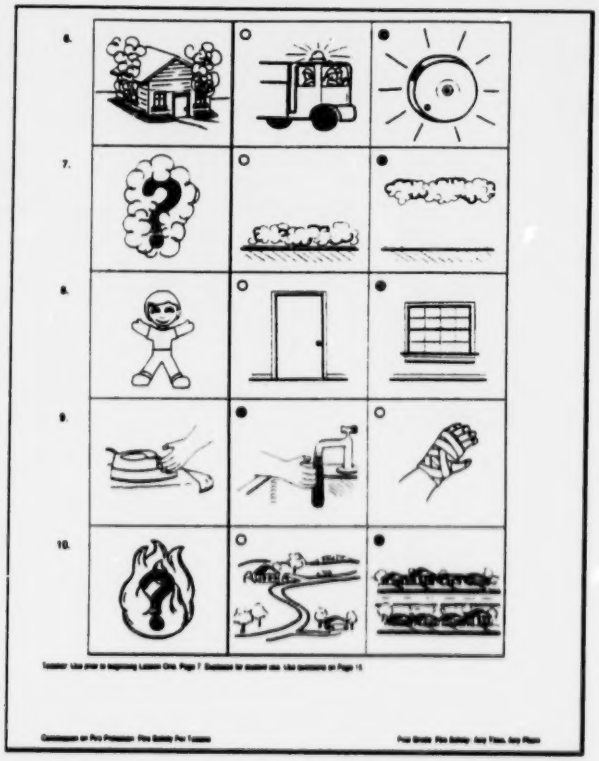


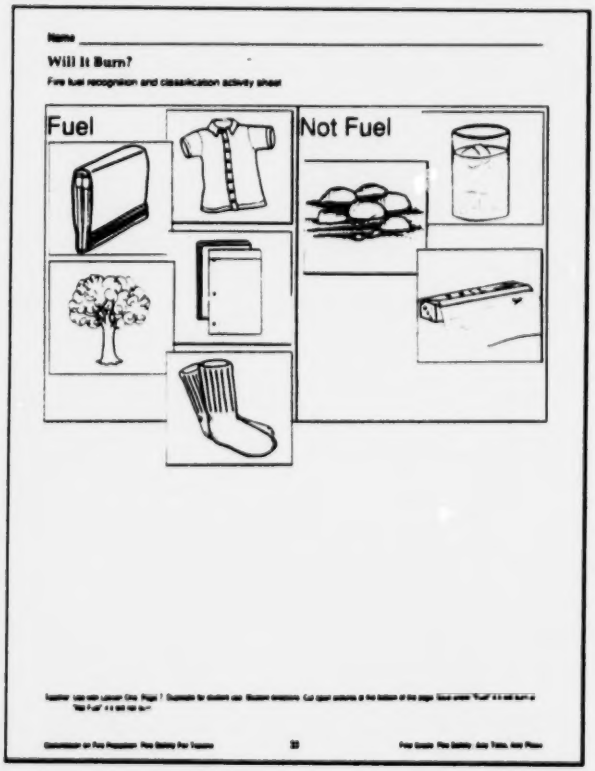
Teacher: Use following Lesson Five, Page 11. Duplicate for student use. Use questions on Page 15.

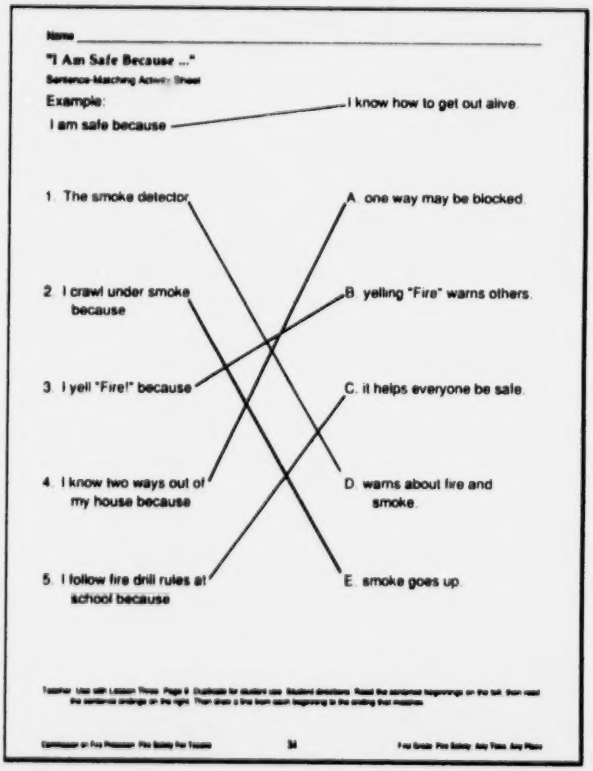
BEST COPY AVAILABLE

ANSWER KEY-1








Name
"I Am Safe Because ..."
Sentence-Matching Activity Sheet
Example:
I am safe because
I know how to get out alive.
1. The smoke detector
2. I crawl under smoke because
3. I yell "Fire!" because
4. I know two ways out of my house because
5. I follow fire drill rules at school because
A. one way may be blocked.
B. yelling "Fire" warns others.
C. it helps everyone be safe.
D. warns about fire and smoke.
E. smoke goes up.

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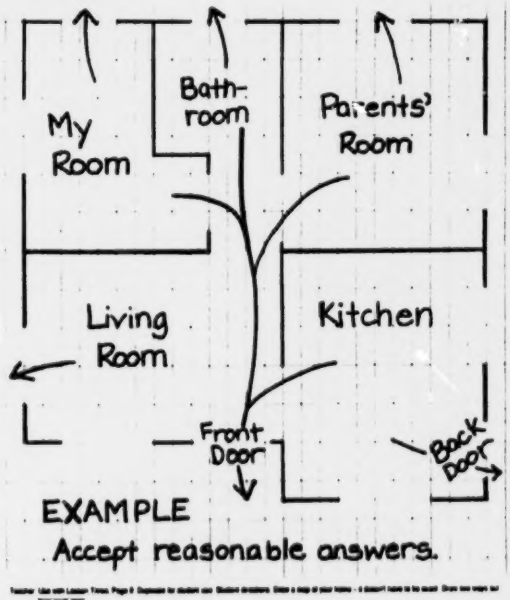
ANSWER KEY-2

Name _____

Map Grid

Home Escape Plan Activity Sheet



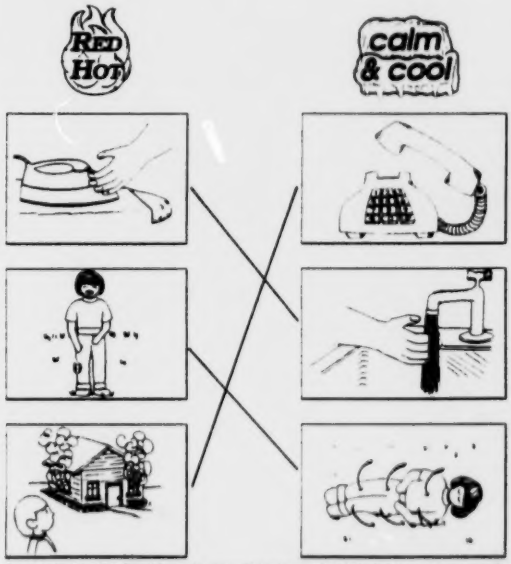
Teacher: Use with Lesson Three, Page 9. Duplicate for student use. Student directions: Draw a map of your home. It doesn't have to be to scale. Draw one room at a time each room

Commission on Fire Protection: Fire Safety For Texans 36 First Grade: Fire Safety: Any Time, Any Place

Name _____

"Always Calm and Cool"

Matching Activity Sheet



Teacher: Use with Lesson Four, Page 15. Duplicate for student use. Student directions: Look at the pictures of harmful situations on the left. Next look at the possible reactions on the right. Then draw a line from each situation to the reaction that matches

Commission on Fire Protection: Fire Safety For Texans 38 First Grade: Fire Safety: Any Time, Any Place

Name _____

Homes Are Special

Classification Activity Sheet

Where are these homes?

Circle the buildings if the sentence tells about a city or a home in the city.

Circle the tree and house if the sentence tells about the country or a home in the country.

1. Very close to many other houses		
2. Has a large fire department with many stations		
3. Has many trees and lots of grass, where fire can easily spread		
4. Far away from other houses		
5. Fire can spread from houses nearby		
6. Has a fire department made up of volunteers (people who have other jobs)		
7. Has wildfires, which can move quickly up hills and from tree to tree		

Where do you live? Draw a picture of your home. Include things that show whether you live in the city or the country.

Accept reasonable drawings

Teacher: Use with Lesson Five, Page 17. Duplicate for student use.

Commission on Fire Protection: Fire Safety For Texans 37 First Grade: Fire Safety: Any Time, Any Place

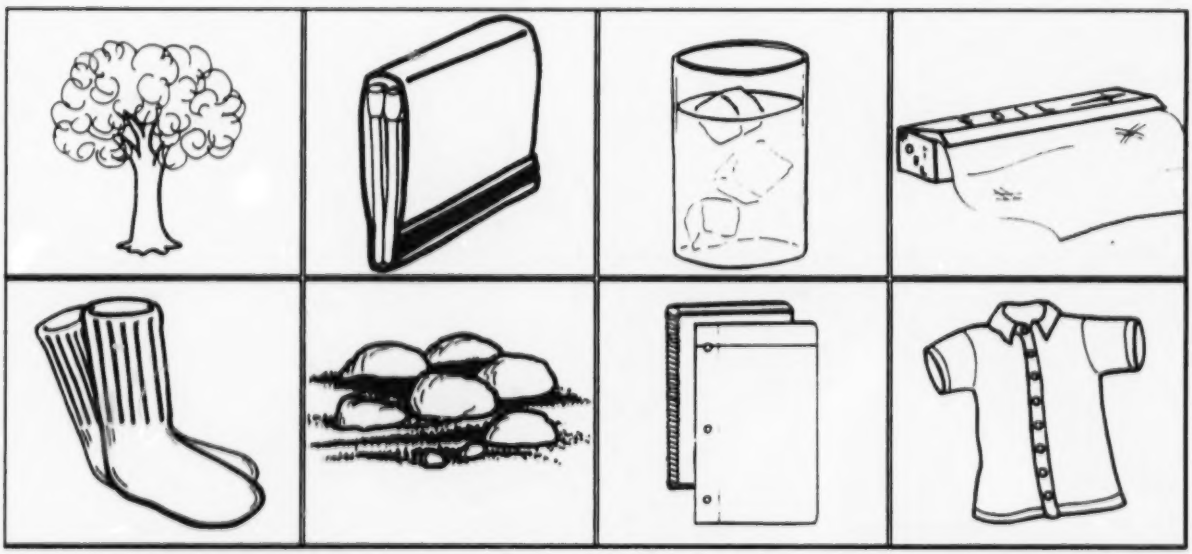
Student Materials — Duplicating Masters

Name _____

Will It Burn?

Fire fuel recognition and classification activity sheet

Fuel	Not Fuel



Teacher: Use with Lesson One, Page 7. Duplicate for student use. Student directions: Cut apart pictures at the bottom of the page. Glue under "Fuel" if it will burn or "Not Fuel" if it will not burn.

Name _____

"I Am Safe Because ..."

Sentence-Matching Activity Sheet

Example:

I am safe because ——— I know how to get out alive.

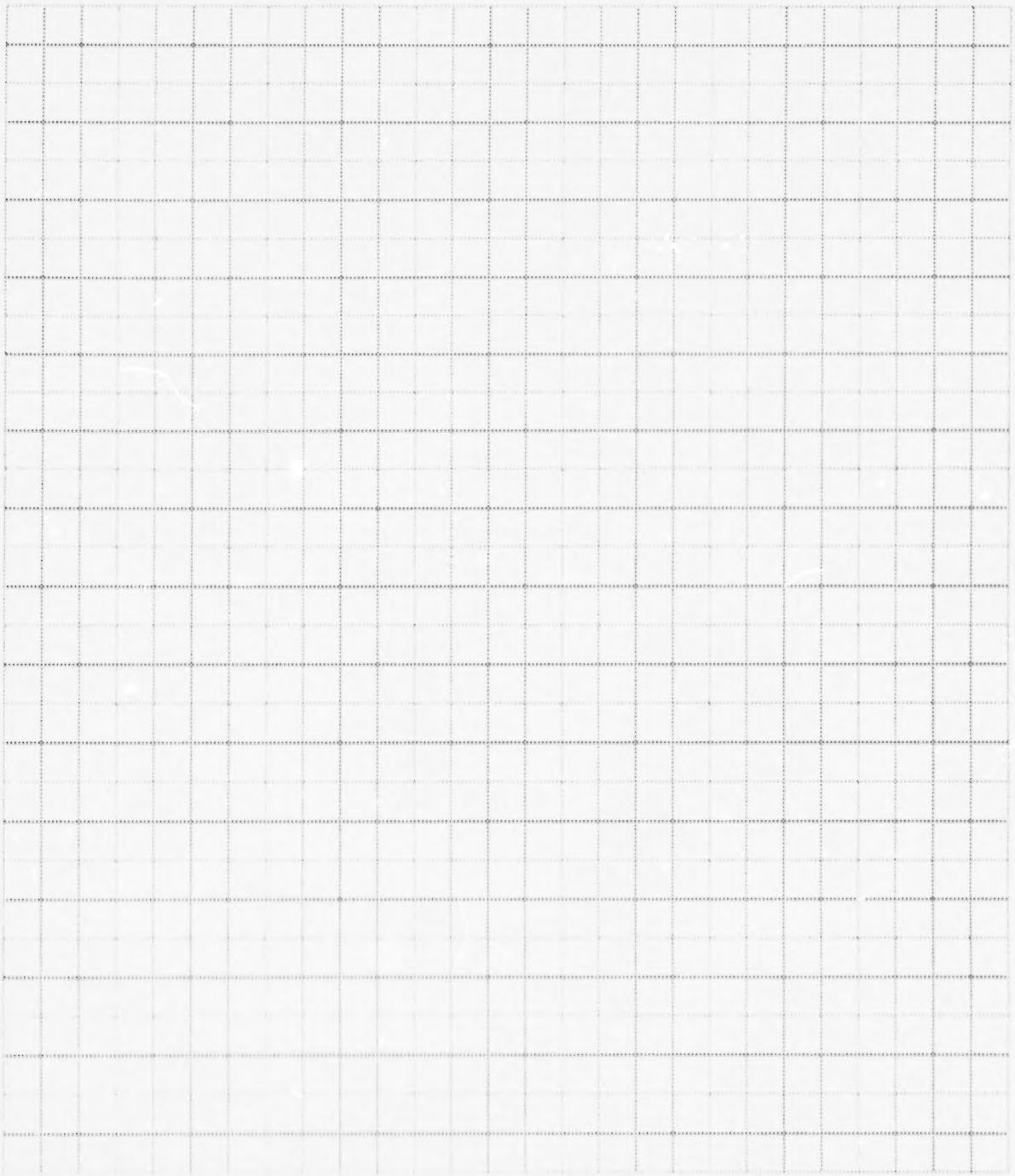
1. The smoke detector	A. one way may be blocked.
2. I crawl under smoke because	B. yelling "Fire" warns others.
3. I yell "Fire!" because	C. it helps everyone be safe.
4. I know two ways out of my house because	D. warns about fire and smoke.
5. I follow fire drill rules at school because	E. smoke goes up.

Teacher: Use with Lesson Three, Page 9. Duplicate for student use. Student directions: Read the sentence beginnings on the left, then read the sentence endings on the right. Then draw a line from each beginning to the ending that matches.

Name _____

Map Grid

Home Escape Plan Activity Sheet

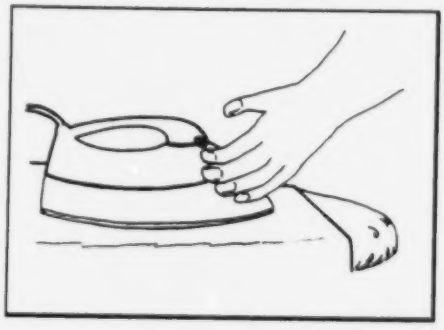


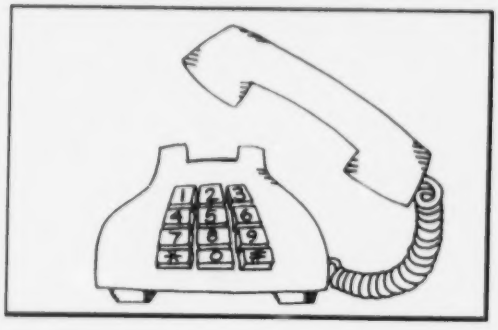
Teacher: Use with Lesson Three, Page 9. Duplicate for student use. Student directions: Draw a map of your home – it doesn't have to be exact. Draw two ways out from each room.

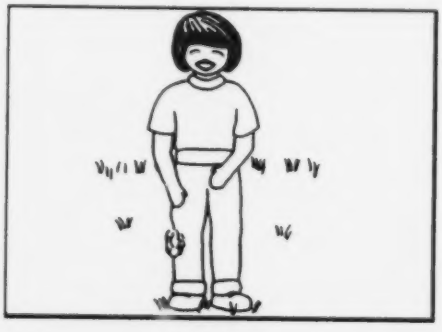
Name _____

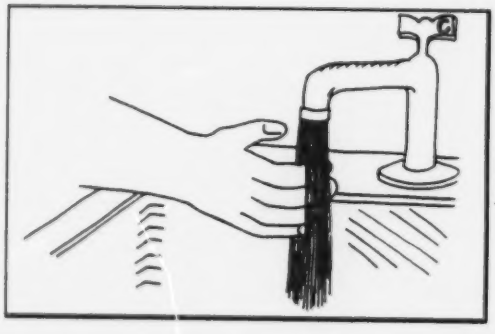
"Always Calm and Cool"

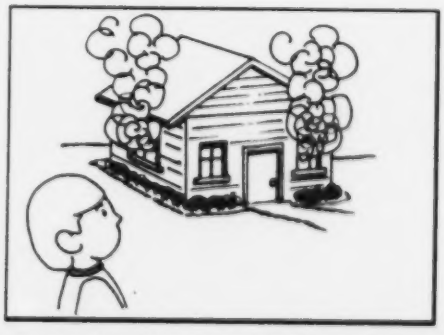
Matching Activity Sheet

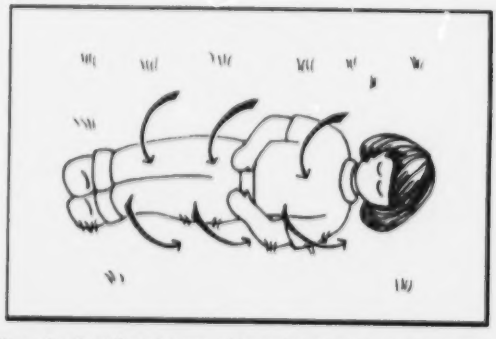












Teacher: Use with Lesson Four, Page 10. Duplicate for student use. Student directions: Look at the pictures of harmful situations on the left, then look at the possible reactions on the right. Then draw a line from each situation to the reaction that matches.

Name _____

Homes Are Special

Classification Activity Sheet

Where are these homes?

Circle the buildings if the sentence tells about a city or a home in the city.

Circle the tree and house if the sentence tells about the country or a home in the country.

1. Very close to many other houses.		
2. Has a large fire department with many stations.		
3. Has many trees and lots of grass, where fire can easily spread.		
4. Far away from other houses.		
5. Fire can spread from houses nearby.		
6. Has a fire department made up of volunteers (people who have other jobs)		
7. Has wildfires, which can move quickly up hills and from tree to tree.		

Where do you live? Draw a picture of your home. Include things that show whether you live in the city or the country.

Teacher: Use with Lesson Five, Page 11. Duplicate for student use.

Name _____

How Safe Is My Home?

Home Inspection Checklist

Parents/Guardians: Your child has been learning about fire safety. Please complete this home checklist. Your child will receive a special certificate when this checklist is returned with your signature.

Fire Hazards: Check for fire hazards in your home. Correct any problems NOW.

Kitchen

- ❑ Matches stored out of reach of children
- ❑ No overloaded outlets or extension cords
- ❑ No curtains or towel racks close to the range.
- ❑ Flammable liquids (cleaning fluids, contact adhesives, etc.) or aerosols stored away from the range or other heat source *(Remember, a pilot light can set vapors on fire.)*
- ❑ No attractive or frequently used items stored above the range where someone could get burned reaching for them (especially small children in search of cookies or other goodies)
- ❑ No worn or frayed appliance or extension cords

Living Room, Family Room, Den, Bedrooms

- ❑ Store matches and lighters out of reach of children
- ❑ Use only large ashtrays *(small ashtrays are too dangerous)*
- ❑ Empty ashtrays frequently (when all signs of heat and burning are gone)
- ❑ Fireplace kept screened and cleaned regularly.
- ❑ Worn or frayed extension cords or other electrical cords
- ❑ No extension cords put under rugs or carpets or looped over nails or other sharp objects that could cause them to fray
- ❑ Sufficient air space around TV, stereo and other electronic equipment to avoid overheating
- ❑ Heating equipment kept three feet away from curtains, furniture, and papers
- ❑ No overloaded outlets or extension cords

Basement, Garage, Storage Areas

- ❑ No gasoline stored in the house or basement *(It should be stored away from the house in an outbuilding and only in safety cans that have flame arresters and pressure-relief valves.)*
- ❑ No oily, greasy rags stored, except when kept in labeled and sealed non-glass containers (preferably metal)
- ❑ No newspapers or other rubbish stored near furnace, water heater, or other heat source
- ❑ No flammable liquids stored near workbench or pilot light and in anything other than labeled, sealed metal containers (*This includes varnish, paint remover, paint thinner, contact adhesives, cleaning fluids.)*
- ❑ No overloaded outlets or extension cords
- ❑ All fuses of the correct size

Dangerous Actions: Do you allow unsafe habits? These guidelines may help your family become more safety aware.

- ❑ Wear close-fitting sleeves while cooking *(No loose sleeves, shirts or skirts that may catch fire.)*
- ❑ Never leaving cooking unattended
- ❑ Never play with matches or lighters
- ❑ Never use gasoline to start a fire in the grill or adding lighter fluid to an already-started fire
- ❑ No smoking in bed, or in a chair or on the sofa when tired, drinking or under medication
- ❑ Never spray aerosols while smoking or near a space heater, range or other ignition source
- ❑ No smoking while using a cleaning fluid, a paint thinner or another flammable liquid
- ❑ Never use a cigarette lighter after spilling flammable fluid on the hands or clothing
- ❑ Never reach over a range or climb onto a range to get something stored above it
- ❑ Never lean against a range for warmth or stand too close to a heater or fireplace
- ❑ Never let a small child blow out a match
- ❑ Never use a lighted match, lighter or candle to illuminate a dark area, such as a closet

Safety Measures: Do you have these safety items in your home?

- ❑ Working smoke detectors on all levels and outside sleeping areas (each story or wing, basement, etc.) *Have your tested the detector in the last month? Changed the batteries in the last year?*
- ❑ ABC or ABCD fire extinguisher in the kitchen and workshop
- ❑ Emergency exit plan, with two ways out from each room and a meeting place outdoors

Parent/
Guardian
Signature _____

Teacher: Use with Lesson Five, Page 11. Duplicate for student use.